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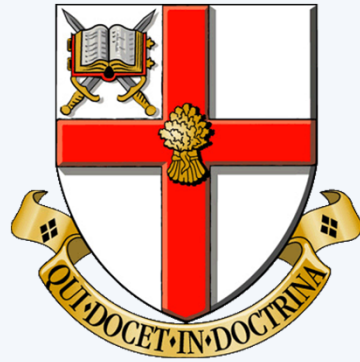
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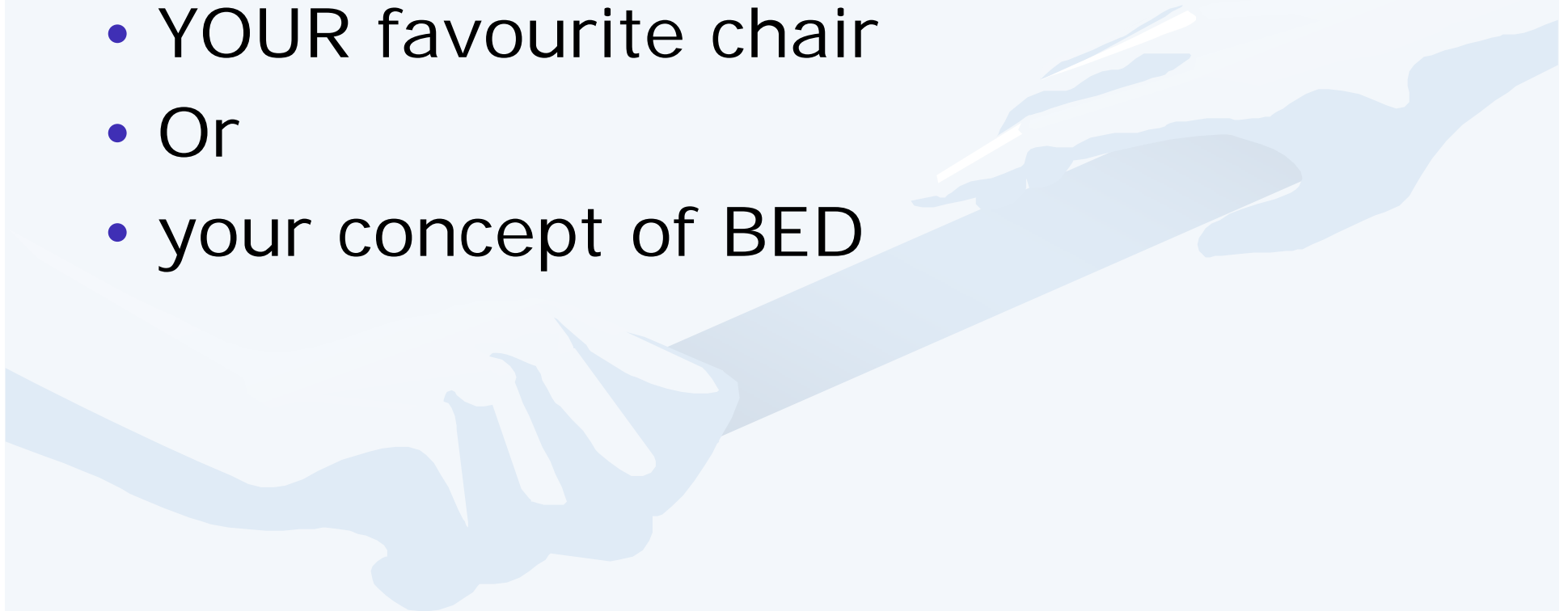
# Concept analysis: a research method to illuminate the concept of advocacy

Moyra A Baldwin



# Chair/bed – a concept?

- Explain to the person next to you
- 
- YOUR favourite chair
- Or
- your concept of BED





# Glory



- There's glory for you!"

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# Glory?



- “I don’t know what you mean by glory”, Alice said.

Illustration of Humpty Dumpty from  
Through the Looking Glass, by  
John Tenniel, 1871.



# Meaning?

- “I meant, “there’s a nice-knock down argument for you!” But “glory” doesn’t mean “a nice-knock down argument”, Alice objected. “When I use a word” Humpty Dumpty said in a rather scornful tone, “it means just what I choose it to mean – neither more nor less”.
- (Lewis Carroll 1832-1989).



# Concept analysis and clarification

- method of research
- to increase the body of knowledge
- justified on the premise that the purpose of research is to make a contribution to scientific knowledge
- contribute to a body of knowledge about specific concepts



# Concept analysis

- ".....a great many adults who are concerned with matters of general interest and importance – religion, politics, morality, social studies, science or even just personal relationships would do better to spend less time in simply accepting the concepts of others uncritically, and more time in learning how to analyse concepts in general"
- (Wilson 1971 p.viii-ix )





# Concept Clarification

- A more or less complete description, ... permits us to organise, since the different attributes or parts appear logically interconnected, ... permits us to predict because we can deduce what is going to happen
- Arieti 1967 p.130



# Concepts

- are labels that describe phenomena
- they provide a "concise summary of thoughts"
- (Meleis, 1991)





# Concept analysis

- involves asking a number of questions (Wilson 1971)
- elicits clarification, identification and meaning of words (Hull, 1981; Norris, 1982; Walker and Avant, 1988, 1995)



# Purpose of research

- what constitutes science and scientific knowledge?
- the act or process of knowing
- "justified true belief"
- what counts as justification is open to interpretation



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# Research & concept analysis

- Describing
- Explaining
- Giving meaning to human behaviour



# Approaches to knowledge

- approaches to gaining knowledge
  - way of pure reason
  - way of empiricists
- concept analysis and clarification  
highlights consistency and coherence of  
ideas with the existing body of knowledge  
and the evidence upon which those ideas  
were constructed



# Concept clarification

- is an essential intellectual enterprise in the critical analysis of claims to knowledge through either methods of reason or methods of experience
- "concept analysis gives framework and purposiveness to thinking that might otherwise meander indefinitely and purposelessly among the vast marshes of intellect and culture" (Wilson 1971, p. ix).



# Methods of concept analysis

- Wilson (1971) :
  - Thompson (2002) - fever
  - Purdy (2005) vulnerable
- Walker and Avant (1983) used by:
  - Shattell's (2005) - risk
- Eclectic approach used to clarify the concept advocacy





# Wilson

- involves posing a number of questions
  - neither questions of fact
  - nor questions of value,
- Questions "concerned with THE meaning of words" (p.11)
  - isolate "questions of concept" - model case is a good place to start followed by
  - contrary
  - related
  - borderline
  - invented cases



# Wilsonian concept analysis

- Isolate "questions of concept"
- Right answers
- Model case
- Contrary cases
- Related cases
- Borderline cases
- Invented cases
- Social context
- Underlying anxiety
- Practical results
- Results in language



# Critique

- represents a static view by its reductionist approach to isolating conditions and boundaries (Rodgers 1989)





# Philosophical foundation

- Entity - focus on the concept as an entity in itself therefore removes the meaning from context
  - foundations in the works of philosophers advancing the logical positivist movement
- Dispositional - concern with the use of concepts in reality - relevant to exploration of concepts relating to the practice of nursing
  - not clearly found in the work of any particular philosopher



- Wilson's (1971) and Walker and Avant's (1983)
  - provide an entity view



# Words – what do they mean?

- Wittgenstein argued
- "words get their meaning in use, rather than by having some inner meaning that is hooked into them, and dissoluble from them".



# Evolutionary cycle of concept development

- development of concepts is influenced by three aspects
  - significance
  - use
  - application
- the precise meaning of a concept is thus dependent upon the context in which it is employed

# Dynamic nature of concepts

- concept analysis is of a temporary nature
- "... a concept is ... an abstraction that is expressed in some form .... Through socialization and repeated public interaction, a concept becomes associated with a particular set of attributes that constitute the definition of the concept"
- concepts are "continually subject to change" (Rodgers, 1994 p. 25)
- concepts acquire a meaning through serving the relevant human purpose in actual practical cases





# Meaning and purpose!

- “When I use a word” Humpty Dumpty said ....., “it means just what I choose it to mean .....

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# Analysing concepts

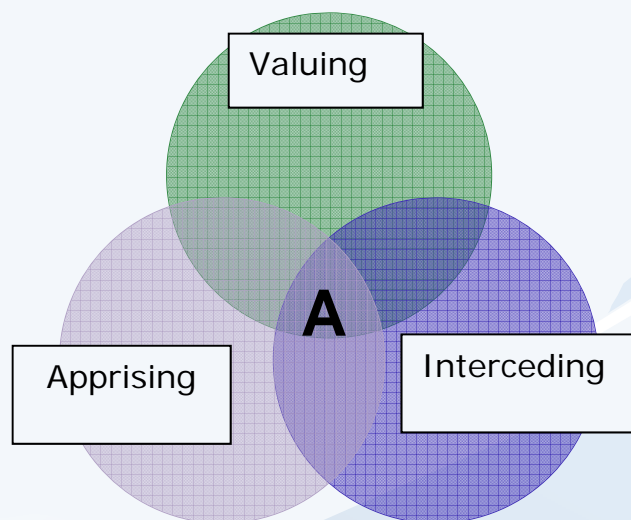
<b>Stages for concept analysis</b>	<b>Authors supporting</b>
Identifying the concept of interest	Walker and Avant (1983) Rodgers (1994) (implied by Wilson 1971)
Determining the aims or purpose of the analysis	Walker and Avant (1983) Rodgers (1993)
Identify and select an appropriate realm or sample for data collection	Rodgers (1993 & 1994)
Identify attributes, antecedents and consequences of the concept	Walker and Avant (1983) Rodgers (1989 & 1993) Morse (1995) – concept development
Identify a model case of the concept, if appropriate	Wilson (1971) Rodgers (1994)
Identify implications for further development of the concept	Rodgers (1993)

# ADVOCACY

## Antecedents

**Patient - vulnerability**  
**- conflict**

**Nurse - willingness**  
**- responsibility**



## Consequences

### POSITIVE

Patient - self-determination  
Nurse - satisfaction

### NEGATIVE

Patient - discomfort  
Nurse - risk

(Baldwin 1994, 2003)

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